



School Brochure 2021/22

This brochure will provide you with some of the information you need about this school. You are very welcome to visit us, to talk to the staff and children, and to see them at work. This will give you a feel for the school and a clearer insight into Ellingham School life.

Telephone: 01665 589233 to arrange a convenient time.

We look forward to welcoming you and your family to the school and building a partnership with you to provide the best possible education for your children.

The information contained in this prospectus is correct at the time of production.

Introduction

Ellingham C of E Primary School lies between the A1 and the east coast railway line just outside the village of Ellingham.

Foundation

The school was established in 1857 "for the education of poor persons of the parish of Ellingham according to the principles of the Church of England." This provides the school with a sense of history, tradition and community with St Maurice's Church, Ellingham.

The school building has been extended and modernised over time. There are four classroom areas, a library, a more recently built external hall and a kitchen in which meals are freshly prepared and cooked. The grounds include a large school field with an outdoor learning Gazebo, play equipment, a raised-bed

garden, an imaginative play space for Early Years children with 'The Den' outdoor classroom, a 'Peace Garden' and three hard play areas. We have Forest School provision in the church grounds, which is used weekly.



Ellingham is a small school with a warm, welcoming atmosphere. We attract our pupils from a wide geographical area, with parents choosing us for our 'family' atmosphere, outstanding pupil behaviour and engaging, educational offer. The staff are experienced, well qualified and thoroughly committed to the education of the children in their care. Parents are encouraged to take an active part in the school in a variety of ways.

To find out more about our school you can visit our website at www.ellingham.northumberland.sch.uk where you can see examples of our activities and work, plus more information about us.

Vision and Values

'A small school with a big heart!' - a Christ centred community where each person can become who God intended them to be.

This is founded in the teachings of Jesus:

Luke 10:27

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

Mission

- * We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.
- * To live well together with community and church, so that all can flourish.
- * To foster curiosity and delight in learning; developing confidence, resilience and wisdom.
- * As a small school, to know, value and support each person as a unique individual of inherent worth.

- * To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.
- * To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

In Ellingham School, we aim to live through the following values which reflect our Christian vision:

Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom

What others think of the school.

Quotations from our SIAMS report 2019:

"This is a school in which failure never has the last word as pupils persevere and overcome challenges when things are difficult."

"The school's Christian vision and associated values impact positively on behaviour, attitudes and relationships and so enable all to flourish."

Ofsted, 2017:

"Teachers create an excellent climate for learning, with all pupils engaged in their work. Lessons are calm and purposeful and characterised by positive working relationships. Pupils are clear about what is expected of them and comply with requests from staff quickly."

Additional quotes: "It is difficult to think where you would find a better school. Ellingham is outstanding and the children themselves are a tribute to the hard work, dedication and love the staff devote to them every day, all day." (Parent questionnaire) "This is a very special school - children have the perfect start to their school life." "Best move we ever made, the education of my children is fantastic at Ellingham." (Parent questionnaires)

Governors

Please see 'Information' heading on our website for Governing Body section.

Organisation

We have four teaching areas: Splash, Space Base, Earth Works and Time Zone.

Number on role: (including Early Years pupils)

Morning Session

8.55 am - 12 noon Early Years and Years 1-4.

8.55 am - 12.10 pm Years 5 and 6.

Afternoon Session

1.00 pm - 3.00 pm All pupils

Our Curriculum: A Curriculum for Life

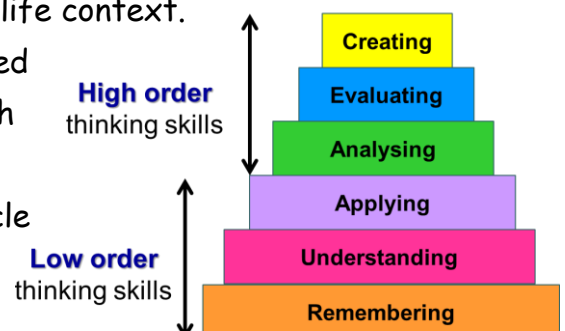
Enquiry Based Approach to Learning

Our ambitious curriculum is designed to develop, in all of our pupils, curiosity about the world around them, so they are eager to develop the skills, knowledge and understanding they need to succeed in life and be life-long learners. Our pupils love learning when it is based in real-life contexts, adapts to their interests and allows hands-on exploration and investigation. For example, our long held Eco-school status and Global Citizenship learning prepare our pupils well for future success.

Within our context in the North of England, STEM industries are major employers, therefore, STEM subjects (Science, Technology, Engineering and Maths) form the core of our enquiry curriculum. Alongside this emphasis, developing a love of reading is key to future learning and employment.

Through our Creative Curriculum we use an enquiry based approach to learning allowing pupils to learn in a fun, flexible but real-life context.

We use topics to promote collaboration and shared learning experiences. Subject content within each topic is adapted to support the interests of pupil groups. Information about our two-year topic cycle is available within this 'curriculum' section of our website.



Through this approach, children are encouraged to research, investigate and solve problems through 'hands-on' experiences in order to inform their learning.

This encourages children to take ownership of their learning and become engaged, independent and motivated.

Our curriculum meets the requirements of the Primary National Curriculum. The curriculum is taught using a variety of teaching and learning styles.

We engage pupils to learn through 'big question' led enquiries about topics, places, themes and issues. This allows for the development of growing subject knowledge as our pupils progress through school, balanced with the important development of subject skills and the ability of pupils to think critically about what they are learning and why. This enquiry based approach allows the pupils to develop their higher order thinking skills, making links and connections between their learning.

The National Curriculum for Primary Schools is divided into three stages:

Foundation Stage - 5 or under Early Years/Reception

Key Stage 1 - years 1 and 2, 6-8 years old

Key Stage 2 - years 3 to 6, 7-11 years old

Foundation Stage

The Foundation Stage is a curriculum framework for Early Years education for children aged 3 to 5 (or to the end of Reception year.) The aim of the Foundation Stage is to build on the early learning that begins at home, to provide opportunities for quality learning experiences that will give children the necessary skills for more formal learning in later years.

Ellingham Early Years unit offers early education for children from the age of three. This makes for a seamless transition into Reception class and provides a broad and balanced curriculum covering all the learning areas of the Foundation Stage. The unit operates between 8.55am and 3pm and we offer flexible

sessions for nursery aged children to fit around the needs of your child. The unit is managed by an experienced Foundation Stage teacher, supported by a team of well qualified and experienced staff, so that pupil/adult ratios are good and children settle quickly and enjoy their learning. Our unit is a happy welcoming place to learn and grow and we value every child as an individual.

The Foundation Stage curriculum is organised into 7 areas of learning.

These are:

3 Prime Areas

Personal, Social and Emotional Development

Physical Development

Communication and Language

4 Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



The learning areas, both indoors and outside are set up so that children can engage with lots of fun and exciting activities in all these areas over the week. Children are expected to work towards the Early Learning Goals at the end of Reception, which provide a secure base for their future learning and ensure they are 'school ready'. We appreciate that each child is different and cater for their different learning styles and rates of development, working in small groups, individually or as a class depending on the task and the needs of the learner. We encourage all our children to take responsibility for their own learning and value and praise every small step of progress that they make.

Key Stage 1 and 2

These Key Stages follow the 2014 Primary National Curriculum for England.

Please see the 'Curriculum' area of our website for more detailed curriculum content for each key stage. An overview of the core and foundation subjects follows.

Core Subjects:

English

"The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate."

The programme of study is broken down into:

Spoken language;

Reading: word reading and comprehension;

Writing: transcription (spelling and handwriting), composition, vocabulary, grammar and punctuation.

We use a systematic phonics programme- 'Read, Write Inc.' from Foundation Stage. Pupils progress through this programme and move on to our English programme of study, as detailed in the long-term plans shown on the school website.



We have a wide range of reading material available to pupils, including a large selection of Story Sacks that are available for the younger children to borrow. Key Stage 2 pupils all use the Accelerated Reader programme, which develops pupil vocabulary and comprehension skills.

Occasionally pupils have the opportunity to see live performances, such as at Alnwick Playhouse or in school.

From Reception, children are taught a cursive, joined handwriting style. They have specific times in school to practise this, as well as support activities at times to do at home. Mrs Dodds is the English Subject Leader.

Mathematics

"The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions."

The programmes of study are organised into domains:

Number: number and place value; addition and subtraction; multiplication and division; fractions.

Measurement

Geometry: properties of shapes; position and direction.

Statistics

Our Approach to Embedding Mastery in Maths

Over the past year we have introduced and embedded a mastery approach to develop consistency across school from Early Years to Key Stage 2. A large amount of time has been invested into developing this approach, including working closely with the North East Maths Hub to access a wide variety of training and development sessions, as well as working alongside a Hub Advisor.

CPA Approach

To support delivery of Mastery, we have adopted a CPA (Concrete, Pictorial, Abstract) approach. This is an effective approach that enables our children to develop a deep and sustainable understanding of Maths. This technique builds upon existing knowledge and supports progression to abstract concepts. All classes use a variety of concrete resources and pictorial representations to solve calculations and problems. These methods help children to build powerful connections between concrete, pictorial and abstract representations.

Stem Sentences and Key Vocabulary

We have introduced stem sentences and key vocabulary across school. This gives children clear and consistent expectations as they progress through Key Stages. Stem sentences encourage children to read, talk, write and answer questions in full sentences. Encouraging correct use of vocabulary raises standards and helps to develop mathematical literacy.

White Rose Maths

Throughout school we use White Rose Maths to plan small steps for progression. The principles of White Rose support the delivery of Mastery for Maths and focus on developing mathematical fluency. Small, carefully planned steps are used throughout lessons to encourage opportunities to explore manipulatives through a CPA approach.

Differentiation

Although most children work in mixed ability pairs and groups, differentiation is evident within a variety of forms. Differentiation through outcomes, guided practice, scaffolding materials and modelled examples are used across school to ensure appropriate challenge and support are given to children. 'Steps to Success' stickers also clearly show differentiation, annotating levels of support and outcomes expected and achieved within lessons. We also often use 'Challenge' tasks which support pupil choice and wellbeing, giving them a range of tasks where they can choose their starting level of challenge- our pupils have found this very engaging.

Early Years

Children are introduced to a mastery curriculum through a variety of number activities and practical tasks. Children work within a maths rich environment, where numbers, vocabulary and resources are clearly labelled for self-selection. Each week, carefully planned activities encourage children to use a variety of concrete resources. Children are encouraged to experiment with recording and use accurate labelling. Shape, space and measure tasks are embedded throughout the Creative Curriculum, identified in role play areas, free choice and lolly stick challenges. These are also included through observations and the children's own recording. In the summer term, Reception children are introduced to more formal maths lessons. These lessons encourage children to record using numerals and number sentences. These activities are all supported by concrete resources.

Key Stage One

Children have unlimited access to a bank of mathematical manipulatives, available within the working area. They are encouraged to explore and investigate a wide range of different representations and methods. Lessons are

introduced within a real world context. Children work within mixed ability pairs and groups to explore and discuss lesson content. Throughout the lesson, opportunities are given for children to share thinking and model methods. Guided practice is used to teach varied pictorial and abstract representations, calculations and problem solving. Children then work independently, in pairs and groups to apply new learning, using modelled methods, key vocabulary and stem sentences.

Lower Key Stage Two

Children are familiar with maths areas within the classroom. They have unlimited daily access to a maths work station and an additional working washing line. The work station displays all available concrete resources and manipulatives, as well as helpful representation prompts. The working washing line is updated daily with modelled examples, key vocabulary and stem sentences. Children can confidently access these areas to support independent learning throughout lessons. Children sit in mixed ability pairs and work together to discuss tasks and practical activities. Children are given many opportunities to include mathematical talk within lessons, using key vocabulary modelled and stem sentences. A ping pong approach is used to maintain pace of lessons, balancing teacher input with child dialogue and investigation.

Upper Key Stage Two

Within the classroom, children have maths resources clearly displayed within drawers, readily available to access when needed. There is a working wall, displaying examples of modelled practice and celebrating children's achievements within maths. Whiteboards, including the interactive whiteboard, are used to model representations, calculations and written methods. Children continue to use a CPA approach within lessons, focusing more on abstract elements. Children progress to applying knowledge and skills to problem solving and investigations. Stem sentences and key vocabulary are still clearly modelled and displayed; children continue to use these confidently throughout lessons and within peer discussions. Children work in mixed ability pairs, individually and in groups, to complete tasks and independently access scaffolding resources when needed. Miss Baines is the maths subject Leader.

Science

Science is taught as a specific area of the curriculum in Early Years - 'Understanding the World'. Our creative curriculum uses this as a core skill and basis for each topic. At Key Stage 1 and 2, additional discrete lessons are taught in order to further develop the children's knowledge and skills.

Mrs Dodds is the Science Subject Leader.

"The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future."

Pupils learn about '**working scientifically**' in order to develop an understanding of the nature, processes and methods of science within all areas of study.

Depending on year group, the areas of study include:

Plants

Animals, including humans

Everyday materials

Light

Seasonal change

All living things and their habitats

Rocks

Sound

Forces and magnets

Use of materials

States of matter and Electricity

Foundation Subjects:

Computing

The computing curriculum is taught through three strands:

- Computer Science
- Information Technology
- Digital Literacy



"The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation'
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- are responsible, competent, confident and creative users of information and communication technology."

Information Technology is an essential part of our daily lives. Children will encounter these technologies in their homes, schools, in the work place and in the various services that they have contact with. It is important that children should have the knowledge, skills and understanding of the application of computing that will allow them to use, understand and evaluate its use. It is a rapidly developing part of all of our lives, with exciting possibilities and developments, but also with risks that need to be understood and managed.

Computing is taught as part of the foundation subjects integrated into our creative curriculum, as well as being taught discretely as a core subject and used a learning tool throughout the curriculum. We base our teaching on the National Centre for Computing Excellence units of work. Please see our website for further information.

Online safety training is given to all adults and children in school. Internet access follows our E-safety policy guidance and is filtered by our LA. Mrs Lakey is the designated person for E-safety and Designated Safeguarding Lead; Mrs Swinbank is the Deputy DSL.

Art and Design

The children have many opportunities to develop their artistic skills using a considerable variety of media and a range of techniques and tools in both two and three dimensions. The children are encouraged to explore and evaluate the work of other artists and cultures. Local artists contribute their time and talents to enrich the children's experiences and visits are made to places like the Baltic and Shipley Art Gallery. School art work is also displayed in the Village Hall, Ellingham Church and the 'Daft as a Brush' Headquarters in Gosforth.

Music

Music is part of everyday life and is a way of enabling pupils to express themselves. It is a practical subject through which the pupils find enjoyment, and can help towards building pupils' self-confidence, for example, through performance to an audience. We use the Charanga Music scheme to aid the planning and teaching of music lessons. Additional weekly whole school singing also takes place.



History and Geography and Design Technology

Skills and knowledge in these subjects are taught through our creative curriculum topics, as well as in discrete subject lessons. First hand experiences are key to engaging learners, so we launch or end projects with relevant visits to historical sites, museums, the local environment or have visitors come to us to share their expertise and enthusiasm. The children then develop, for example, their observational, research, modelling and recording skills during their work. Subject progression maps are available on the school website.

Physical Education

In PE, we aim to promote our children's health, physical development and confidence. Physical and team skills are taught and developed through a range of activities in games, dance, gymnastics, athletics, outdoor and adventurous activity and weekly whole school swimming. We use the 'Real PE' scheme of work and resources to develop our pupils' fundamental skills in PE, including: physical; social; personal; health and fitness; cognitive; and creative aspects.

The children are all part of a 'House' system and can collect house points through a range of individual and team activities. Intra- school activities allow points to be collected for effort, team work, social skills and sporting success.

The school takes part in a range of inter-school competitions, such as cricket and tag-rugby.

Miss Baines is our PE subject Leader and teaches across school. We enhance our PE and sports provision by using specialist coaches who deliver weekly sessions, which vary throughout the year, such as gymnastics.

Languages

Key Stage 2 children receive an introduction to the French language using a variety of resources. Pupils have an hour lesson weekly, based on using songs, rhymes and games. French conversation is woven into the curriculum every day for the younger children. Units of work on Spanish and tasters of other languages are addressed through the creative curriculum, and sometimes as an after-school club.

Religious Education

As a church school, we see Religious Education as a priority. We follow the Newcastle and Durham Diocesan syllabus, which incorporates 'Understanding Christianity' and includes learning from and about Christianity, Judaism and Islam. A wide variety of approaches are used including visits to places of worship, drama, dance, music, art and local walks. Should a parent wish to consider withdrawing their child from RE this would need to be discussed with the Headteacher. However, as a Church of England School, RE is an integral part of our school life,



so withdrawing a child would be in exceptional circumstances only. Mrs Swinbank is the RE subject Leader.

Worship

The school has a daily Act of Collective Worship led by the staff, pupils and fortnightly by our Vicar. Occasionally it is led by guests, such as from 'Open the Book', visiting clergy or other friends of the school. Regular pupil-led Worship are planned and led by groups of children. Individual beliefs and values are respected sensitively by those leading worship. Every term the school joins the congregation of St Maurice's Church Ellingham for a Family Service. Should a parent wish to consider withdrawing their child from Worship this would need to be discussed with the Headteacher.

This would only happen in exceptional circumstances, because this school is a Church school, Worship is central to our school life.

Spiritual, Moral, Social and Cultural Development

This aspect of the school curriculum is woven throughout the school day, through subject teaching and during lunch, play times and school worship. Opportunities are provided for reflection, for learning about other cultures and traditions, developing an understanding of right and wrong and learning to respect one another.

Personal, Social and Health Education

At Ellingham we use 'The Thrive Approach' to support emotional wellbeing, alongside a structured whole-school curriculum framework and resource for teaching social, emotional and behavioural skills to all pupils. Mrs Lakey is the lead teacher for emotional and mental well-being, PSHE and RSHE.

The underpinning qualities and skills that help our pupils manage life and learning effectively are:

Self-awareness

Managing feelings

Motivation

Empathy

Social skills

Healthy Eating and School Meals

Pupils have a daily fruit break from Reception to Year 4 (Pupils who have a school lunch in Years 5 and 6 also have daily fruit), and cooled water is available throughout the day.

We run our own in-house catering service, as we believe that healthy, 'home-cooked' hot meals should be available to our pupils and staff. We are able to cater for a variety of dietary requirements. The two course meals are planned to meet the nutritional needs of the children and to introduce them to a variety of food. We can also provide a sandwich meal choice for those preferring not to have a hot meal. If for some reason you wish to alter the lunch time arrangements for your child from packed lunch to school lunch or vice versa, it is necessary to give a minimum of 2 weeks' notice as ordering for the kitchen is done well in advance. If your child has a packed lunch please do not give them fizzy drinks, chocolate or other sweets, try to include fruit and vegetables and make the meal as healthy and nutritious as possible. We also encourage the use of reusable packaging and containers, to minimise waste, as we are an 'Eco-school.'

Additional 'themed' food taster buffet meals are held each term to encourage pupils to try new foodstuffs.



Global Citizenship

The rights of children and our role as global citizens is an important part of our ethos as a Church school, as well as a core of our curriculum. We address issues through RE, Worship and our creative curriculum.

As part of their Global Citizenship work, the Year 5 and 6 pupils run a 'Traidcraft' fair trade tuck shop on Thursday lunchtimes. They sell healthy, ethically produced snacks for the children.

We are linked with a small-rural school in Uganda. The Children's Sure House school is in Kazinga fishing village. The village is situated in Queen Elizabeth

National Park, which is home to many types of wild animals including lions, buffalo and elephants. The Ellingham pupils were amazed to find out that animals constantly surround the School. The Headteacher, Moses Kiwala, came to visit our school and we have shared letters and photographs. In recent years, we have given £250, profit from our Fairtrade tuck shop, to the school to help them buy school uniforms for the pupils.

Eco-School Status

The School is committed to the Eco Schools Programme, and has achieved Green Flag school status on five consecutive occasions. All pupils can request to be members of the Eco Committee (Planet Protectors), along with members of our local community, and make plans and decisions about future initiatives and take responsibility for implementing them. Please see our website for further information, such as our eco-code and activities.

Relationships and Sex Education

At Ellingham Church of England Primary School, Relationships and Sex Education will be appropriate to the age and development of the child and in keeping with our Christian character. We have adopted the updated Government guidance from September 2020. RSE is always taught with sensitivity and an appreciation of children's differing needs. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Please see the PSHE section of our school website for further information. We use support from the Health and Well-being LA team as needed.

Residential Visits

Each November, Year 6 pupils have the opportunity to attend a three-day residential visit to Robin Wood outdoor centre, near Alston. This provides outdoor, adventurous learning experiences and team-building opportunities, along with developing pupil independence and resilience.



Towards the end of the summer term, Lower Key Stage 2 pupils have the opportunity to spend two days and a night at Alnwick Hostel. The activities provided are largely outdoors and have included a town trail, visits to Alnwick Castle and Gardens, gymnastics workshop and walking.

Behaviour

The school expects all pupils to follow the 'Golden Rules' of the school.

These are:

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

The school's Behaviour Policy is available on the website, or from the school office, including our 'anti-bullying' approach. Our 'Thrive Approach' is key to our positive behaviour and support strategy.

Illness

If your child has been unwell please keep them at home until the symptoms have passed. In the case of sickness or diarrhoea it is important that you keep your child at home for 48 hours after the symptoms have stopped. In the case of conjunctivitis, your child can return to school immediately after using appropriate medication.

Medicine

Only prescribed medicine can be given in school, once a consent form has been signed by a parent. Please see our website for further guidance on 'Supporting Pupils with Medical Needs'.

Reporting Absence

If your child is unwell or cannot attend school for some other reason, please will you let us know by 9.30am at the latest. If we have not heard from you about your child's absence we will ring you. If we fail to make contact with you, we will contact the emergency contacts to establish that your child is safe. If we fail to make any contact we will follow up the matter further.

Holidays

No holidays can be authorised during term time.

Assessment

This is an ongoing, daily process throughout school. Summative assessments begin on entry to Early Years against the 'Development Matters' bands. On entry to Reception, children will have a baseline assessment made. At the end of the Reception year children are assessed against the Early Learning Goals. This is carried out mainly through observation of everyday classroom activities and the children are unaware of assessments being made. This provides the school with a clear understanding of individual children's achievements and their readiness for starting work on the Primary National Curriculum.

Year 1 children will take the National Phonics Screening test during the summer term.

Children in Year 2 take part in the National Standard Assessment procedure based on teacher assessment and standardised tasks and tests.

Children in Year 4 sit the national multiplication check in the summer term.

Year 6 pupils sit National SATs tests in May, in reading; Spelling, Grammar and Punctuation and Mathematics. Writing is assessed by moderated, teacher assessment, including regular external moderation.

All children's progress is monitored and assessed against our 'assessment without levels' tracking system, to see if they are 'emerging, developing, secure or mastering' the age related expectations for their cohort and to effectively plan their next steps of learning.

Special Educational Needs and Disability

All children have different strengths and abilities and extra help may be needed to develop them. The early identification of children with any kind of special need is important and advice is taken from specialists, such as the LA SEND Support Team or other appropriate outside agencies. Teachers work closely with parents of children with special educational needs to facilitate the best possible means of supporting their children. Appropriate interventions will be

planned for individual or groups of pupils using the LA Provision Management system, in order to close any gaps in attainment.

Our SEND Information Report is available on the school website, along with our SEND policy and the Local Authority Local Offer.

Our Partnership with Parents

It is our policy to foster strong relationships with parents and we value the support they give their children in encouraging their learning. The support of parent helpers is greatly valued and parents are encouraged to take part in the life of the school as much as they are able. All of our regular volunteers have a valid DBS check.

We have a supportive PTA (FACES - Friends and Community of Ellingham School). They meet regularly to plan and organise a range of social and fundraising activities. Their fundraising efforts help us enhance the curriculum with such things as additional visits, theatre groups, help with transport costs and Bibles for our school leavers. The PTA has a 'Facebook' page to keep everyone informed - this is a closed group, so please ask to join.

Reporting to Parents

Parent teacher consultations are held during the year when parents are invited to discuss their child's progress and look at his/her work. A written report is sent home in the Summer Term. Parents are encouraged to discuss any matter concerning their children with the teaching staff. An appointment will be made for the end of the school day to see members of staff, if appropriate.

There is a busy calendar of school events and celebrations to which parents are invited. We use the 'ParentMail' system to keep parents up to date with things that are happening in school, as well as information on our web site. Urgent messages are sent by text system. Please ensure that you inform us of any changes to your contact details, such as mobile phone numbers and keep your 'ParentMail' details updated.

Please remember that our Office is not always manned, so please do not send urgent arrangement change requests by e-mail - please phone and a member of school staff will take a message.

Homework

All children have homework regularly. This includes daily reading for all pupils, regular spelling or word work and maths activities from Year1, and occasional topic research. Please see our Homework Policy for more detailed information, including year group expectations. Pupils in Key Stage 2 have homework set on Google Classroom, and EYFS and Key Stage 1 use the Tapestry app to share learning opportunities and tasks to complete at home.

Pupils and their families can access our online learning platform, 'School360', via the 'Pupil' tab of the website, then following 'Learning Links', e.g. to 'PurpleMash', where additional homework may be set. Upper Key Stage 2 pupils have 'Planners' to record reading, tasks, completion dates and to be signed weekly by families.

Continuing Education

We support local training agencies to facilitate National Vocational Qualifications in Early Years Development and Education. We also have Initial Teacher Training placements from Carmel College and Sunderland University. This means we value learning, work together as a learning community; have a sound understanding of the 'Teaching standards' and have additional adult support in school - a bonus to us all.

Clothing

Our school uniform consists of a navy blue sweatshirt or cardigan, along with charcoal grey trousers, skirt or pinafore, a pale blue polo shirt and black school shoes.

In the summer months, girls may wear blue and white checked dresses.

We encourage the children to have school book bags. Some items are embroidered with the school logo, for example the complete PE kit and sweatshirts. Book bags can be purchased from school, everything else can be ordered from www.bordersembroidery.co.uk.

Each week, pupils will need appropriate Physical Education kit:

T- shirt: sky blue

Shorts: navy blue

Hoodie: navy with 'Ellingham' on back

Socks: long navy (football type)

Jogging bottoms or leggings (preferably navy)

Clean trainers (if indoor), 'old' trainers (if outdoor)

Swimming: (when applicable - on rota)

(Please dress pupils in easy to change items if swimming on Thursdays and tie back long hair.)

Costume

Towel

Willowburn Pool's policy for goggles is that they can be worn, but adults are not responsible for them.

All these items should be marked clearly with the child's name. School clothing should be comfortable and have fastenings that can be managed independently.

After School Activities

After school provision is dependent on parental need. We will review provision termly and continue to tailor our provision to your needs, but also to ensure sustainable staffing. Don't hesitate to ask us if you have any questions.

There is a range of different sports clubs that vary throughout the year, such as badminton and cricket. Details are always available on the school website and updated on newsletters.

Payments

It would be very helpful if all monies were brought to school on MONDAYS only, in a clearly marked envelope. Cheques for dinner money, swimming and milk money should be made payable to NCC and paid in advance on a Monday either half termly or weekly. If paying cash please indicate if change is required. Payment by card can be made on Tuesdays, either in person or by telephone.

There are no charges made for books, materials or equipment. However, parents/carers are invited to make voluntary contributions towards the cost of swimming lessons and some educational visits. We always try to keep these costs

to a minimum and our PTA often supports us with this. We have to point out, however, that if contributions are not made we would not be able to afford these activities.

The Use of School Transport

The children who travel on school transport must be securely belted in. The staff who see the children onto the bus in the afternoons will check that they are all safely strapped in, before returning home. Please will parents of children using school transport secure their child's seat belt before the transport leaves the pick-up point each morning. The driver cannot and must not do it for you.

Please continue to actively encourage your child to sit sensibly and talk to people near them with the seat belt fastened throughout the journey. Good behaviour will ensure safe travelling.

Pupils who travel on school transport are allocated to a specific route number and operator. This transport **MUST NOT** be used by pupils who have not been issued with the relevant permit as they are effectively not insured to travel. This is School Transport policy and no exceptions can be made.

We need to know of any changes you make for collecting your children. Please inform a member of staff and if someone other than yourself regularly collects your child, let us know in writing. If your child is staying to an after-school club please let us know by phone or in writing every week. If it's every week, one letter would be sufficient.

Thank you for reading our school brochure.

Diane Lakey

